DOCUMENT RESUME

ED 131 259 CE 008 436

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TITLE	A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.
INSTITUTION	Tuskegee Inst., Ala. Human Resources Development Center.
PUB DATE	[73]
NOTE	57p.; This document is a 1973 revision of ED 066 651. For a related document see CE 007 193
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Adult Students; *Basic Skills; *Curriculum; Curriculum Guides; *Daily Living Skills; Language Skills; Reading Skills; Student Characteristics
IDENTIFIERS	Alabama

ABSTRACT

An adult basic education curriculum is presented, designed to raise the competencies of adults in the basic areas of oral and written communications, arithmetic, social sciences, occupational planning (including development of occupational concepts and attitudes) and development of self. Basic area skills and activities are presented in three levels: Level I (Grades 0-3), Level II (Grades 4-6), and Level III (Grades 7-9). Content is given in four sections. Section 1 discusses curriculum objectives, the philosophy of adult basic education, and describes learner characteristics of uneducated, "under-informed" and "under-achieving" adults, which are grouped as Level 1, Level 2, and Level 3, respectively. Section 1 also discusses qualities found in a good adult basic education teacher, principles of teaching, and a check-list of danger signs of the adult drop-out. Section 2 provides separate teaching outlines for each of the adult levels in the areas of reading, language arts, and arithmetic. Section 3 provides teaching outlines for the areas of social living, science and life, employment, the needs of everday living, and tips for the consumer. Section 4 includes guidelines for preparation and a bibliography. (WL)

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ED131259

A CURRICULUM GUIDE

for

THE MID-ALABAMA ADULT AND VOCATIONAL EDUCATION DEMONSTRATION CENTER

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1973 - 74

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SECTION 1

ADULT BASIC EDUCATION CURRICULUM GUIDE

The prime consideration in planning a curriculum in adult basic education, is people - their needs, their problems, and their desires. These common concerns, however, cannot be generalized into uniformity. They differ from individual to individual. In order to be truly effective, our adult basic education program must satisfy the basic educational needs of each individual we are attempting to serve.

The development and application of the curriculum must be adult - taught in adult language, illustrated in adult situations, and recognized as being important to adult life. Each classroom program of instruction should be based on a consideration of the basic educational deficiencies of those particular adults enrolled. The course of study should provide a planned, logical sequence of those essential basic educational skills and competencies deemed necessary for the individual enrollee to overcome his inabilities and deficiencies.

Adult basic education should be closely related to adult vocational education. Trainees for most occupations must be able to meet established educational achievement levels if they are to be eligible for jobs after training is completed. And these minimum qualifications are rising. Supportive education in communication and computational skills will enable the vocational trainee to benefit from vocational instructions - to get and hold jobs in the restricted range of occupations open to him. This supportive education curriculum should be highly flexible, easily geared to meet the needs of specific vocational training areas.

Adults who lack basic communication and computational skills will usually be inadequate in many other areas: withdrawn from civic and social affairs of the community, undependable as job holders, ignorant of the basic rules of health and safety, and unable to function as contributing members of society.

It is the purpose of this guide to present an adult basic education curriculum designed to raise the competencies of adults in the following basic areas: oral and written communications, arithmetic, social sciences, occupational planning (including development of occupational concepts and attitudes) and development of self. Basic area skills and activities are presented in three levels: Level I (Grades 0-3), Level II (Grades 4-6), Level III (Grades 7-9).

OBJECTIVES

Adult Basic Education

(Desired Outcomes or Goals)

ANOTHER CHANCE	1. Offer the adult with little or no schooling the opportunity to initiate or continue his education.
RESPONSIBILITIES	2. Provide understanding of the responsibilities which accompany his rights as a citizen.
LANGUAGE AND NUMBERS	3. Enable the adult to develop the fundamental skills of communication. Listening, speaking, reading and writing, and the basic skills of numbers.
CITIZENSHIP	4. Provide the learner with the opportunity of acquiring the elements of health, science, and social studies that will enable him to better understand and join in the life of his community and nation.
WORK	5. Relate these learnings to the world of work.
CONFIDENCE NEEDED	6. Develop the confidence of each adult in his own ability to learn.
ATTITUDES	7. Furnish the learner with a constant series of successful learning experiences to better re-orient his attitudes.
FUNCTIONAL LEARNING	8. Develop the basic skills with continual relevance to their usefullness and meaning in the life of each learner.
LITTLE TIME AVAILABLE	9. Seek the maximum development possible in the minimum time possible.

PHILOSOPHY

Adult Basic Education

The foundation of our nation was built upon justice, and equality of opportunity for all. But for some segments of our society, this is just beginning to be a reality.

It is now our stated national policy to open "to everyone the opportunity to work, and the opportunity to live in decency and dignity." Basic education is imperative if these goals are to be achieved.

Adult Basic Education is guided by certain fundamental beliefs. Chief among these is the conviction that every person is a person of worth, and is entitled to the opportunity of establishing this worth, and to develop to their maximum individual capabilities.

To secure this goal, society shall aid him with trianed, perceptive people and adequate funds toward these ends:

(1) To develop faith in himself as a person of worth and dignity.

(2) To learn the larger responsibilities accompanying his rights as a citizen.

(3) To acquire those fundamental skills basic to effective living as a worker, as a family member, and as a contributing member of the national and world community.

Understanding the Under Educated Adult as a Learner

It is of primary importance that you, the teacher, know your students--their capacities, backgrounds, motivations, and personal characteristics. The determination of what is to be taught as well as how to teach it can best be made when teachers understand the strengths and weaknesses, fears and apprehensions, attitudes, values, and achievement levels of their students.

Adults are voluntary participants in Adult Basic Education classes, and they are likely to continue only as long as what is offered, and the way it is offered, relates realistically and favorably to their needs, desires and capacities. If the teacher is poorly prepared or seems indifferent to his students, the adult will leave. The adult teacher must know that what he is teaching is meaningful and useful to his

students, and he must continually check to see that his message is "getting through."

UNEDUCATED ADULTS

(Level I)

The following are some of the characteristics which distinguish the uneducated adult from the better educated adult as a learner:

1. He is difficult to identify.

   Many illiterate and functionally illiterate adults have succeeded for years in concealing their inability to read and write from their friends and associates.

2. He is difficult to involve.

   Numerous participation studies and the experience of adult educators everywhere have shown that the least educated are the most reluctant and difficult to become involved in organized educational programs. For the illiterate adult to participate, he must become convinced that further education will be good for him and that he can learn.

3. He is more likely to be living under conditions of economic poverty.

   There is a high correlation between the level of education and the level of income -- the less educated having the less income.

4. He is more likely than not to be below average in scholastic aptitude.

   While many illiterate adults are of average ability, and some of superior ability in learning academic subjects, more seem to be below average for academic learning.

5. He is more likely than not to be culturally deprived.

   The less educated participate least in educational and cultural pursuits. Many are culturally deprived for reasons of discrimination in one form or another.

6. His social values, attitudes, and goals may differ widely from the upper and middle class norms.

   Our cultural environment influences greatly our social values, attitudes and goals. The illiterate adult will

more likely than not have a widely different value structure from those of the upper and middle classes, and in many instances show indifference or even hostility toward social institutions such as education.

7. He lives for today and not for tomorrow.

   Learning goals must be defined in terms of their immediate (here and now) value. Learning tasks should be short and clearly defined, for he needs to experience success, as regularly and as frequently as possible.

8. His motivation is stifled because of his excessive failure in achieving the recognition American values of success, efficiency and practicality, activity and work, equality and freedom.

   Frequently he exhibits an attitude of almost complete resignation becuase of his excessive failures.

9. His behavior in the classroom is more likely to be troublesome in that he will either, (1) by reason of deep-seated suspicion and fear of school, show hostility and agressiveness, or (2) because of insecurity developed through non-achievement, will be silent, defensive, and uncommunicative. (Usually the latter.)

10. He utilizes and reacts to non-verbal forms of communication to a greater degree.

    With limited vocabulary and limited skill in articulation, he is forced to communicate on the non-verbal level. He is extremely sensitive to non-verbal clues, and tends to judge more by action than words. As teachers, we should realize that we may say one thing verbally while non-verbally saying another, and where this is the case the illiterate adult will receive the non-verbal meaning more strongly.

11. His home conditions are more likely than not to be non-conducive to study and homework.

12. He is more likely to be uninformed about the services available to him and his family through the Social Service agencies of the community.

13. He is easily discouraged if visible evidence of progress is not regularly seen.

14. He is more doubtful of his ability to learn.

With less experience in achievement and success, there is less confidence in the possibility of success. Unpleasant prior experience with school work, coupled with excessive failure in other things often accentuates this doubt and lack of confidence. He needs constant praise for every accomplishment, no matter how small. Coming back to school will be a momentous decision for him.

THE "UNDER-INFORMED" ADULT

(Level II)

The following are some of the characteristics which distinguish the "under-informed" adult from the uneducated and the "under-achieving" adult as a learner:

1. He has usually had some shcool experience, often as far as the seventh or eighth grade and sometimes even into high school.

2. His reading level will vary from the fourth grade through the sixth grade.

3. His arithmetic level will usually vary from needing help with simple addition through working with multiplication and division.

4. He is most anxious to learn quickly and is even more frustrated than the illiterate when he feels he is not learning as quickly as he feels he should.

5. Like the uneducated:

   a. He is more likely than not to be living under conditions of economic poverty.
   b. He is more likely than not to be below average in scholastic aptitude.
   c. He is more likely than not to be culturally deprived.
   d. His social values, attitudes, and goals may differ widely from the upper and middle calss norms.
   e. He is more likely to be uninformed about the services available to him and his family through the Social Service agencies of the community.

6. He is very doubtful of his ability to learn.

   Often says, "I can't" when asked about something. Needs constant encouragement and praise to build up self-confidence.

7. When he has self-confidence built up, he can often make great strides in learning.

THE "UNDER-ACHIEVING" ADULT

(Level III)

The following are some of the characteristics which distinguish the "under-achieving" adult from the uneducated and the "under-informed" adult as a learner.

1. His reading ability will vary anywhere from the seventh grade to the tenth or eleventh grade.

2. He often has mastered the fundamental basics of arithmetic but needs refreshing in fractions, decimals, etc.

3. He often has a specific goal in mind such as passing the GED tests and receiving his high school equivalency diploma.

4. He is highly motivated for returning to school.

5. He has as a rule, much more confidence in his natural abilities than the illiterate or "under-informed" adult.

6. He is often a high school drop-out who now realizes the need for a high school education in order to receive a promotion or go to a better paying job.

7. Some students will be "self-educated" having dropped out of school in the primary grades but with the initial potential, have read widely and improved themselves.

8. His economic conditions are not necessarily poverty, but are often border-line cases.

9. His reasons for dropping out of school are usually those of an economic nature, not under-achievement.

10. He is in a big hurry for his education, and from time to time may become discouraged if he feels he is not progressing as rapidly as he should.

QUALITIES FOUND IN A GOOD ADULT BASIC EDUCATION TEACHER

1. Viewpoint:

   a. Has a cheerful, warm, optimistic spirit which permeates the classroom.
   b. Has visions of success for all adults according to their abilities and will search for these abilities in each individual student.
   c. Believes in the individual worth of each student and realizes the opportunity to contribute to the development of improved citizenship through examples.
   d. Knows that the ideas of adults can be influenced by the vision and skills of the teacher.

2. Personal Qualifications:

   a. Feels enthusiasm and optimism about his work. (They are contagious.)
   b. Inspires confidence in people.
   c. Maintains balance under all circumstances.
   d. Thinks before speaking and acting.
   e. Makes decisions based on facts rather than personal feelings.
   f. Does not make unreasonable demands.
   g. Likes people and has a sympathetic interest in other people's problems and troubles.
   h. Recognizes other people's problems.
   i. Is neither too radical nor too conservative; is willing to compromise and can disagree without antagonizing people.
   j. Has a pleasant, well-pitched, and well-modulated speaking voice.
   k. Speaks in a language that adults can understand, but does not "talk down" to them. (Watch your vocabulary. Remember you are educated, they are not.)
   l. Speaks good English without being absurdly precise.
   m. Has a reasonably strong and vigorous body, with an abundance of energy and endurance.
   n. Is always interested in improving his knowledge of subject matter and his teaching techniques.

3. Professional Training:

   a. Has subjects so well mastered that attention can be centered on the adults' reactions and difficulties, and see that subjects are related to the life of adult students so that they will have meaning for the students.

b. Realizes that poor physical condition, malnutrition, and mental and emotional disturbances can be helped and prevented if each student is given the opportunity for economic, social, and emotional success.

c. Recognizes that each adult has a specific reason for attending school, that interest is foremost in the student's mind, and that accomplishment in that area is mandatory in so far as the student is concerned.

PRINCIPLES OF TEACHING DERIVED FROM THE CHARACTERISTICS OF LEARNING

Based Upon These Characteristics of Learning...	We Should Adhere to These Principles of Teaching Adults:
A. Learning is growth-like and continuous.	1. Begin where the learner is. 2. Relate the old to the new. 3. Adjust pace to learner's ability. 4. Suit standards to learner's ability.
B. Learning is purposeful, challenging and satisfying.	5. Keep purpose in sharp focus. 6. Appraise and redirect progress. 7. Make the learning meaningful. 8. Provide sufficient motivation. 9. Give appropriate and timely recognition to learner achievement.
C. Learning involves appropriate activities that result in functional understanding.	10. Provide for learner activity. 11. Use appropriate learning-teaching activities. 12. Employ teaching aids effectively, a sufficient number to get your point across; remember the five senses and how they help one to learn. 13. Employ activities that simulate used situations. 14. Organize content into meaningful units. 15. Use memorization effectively, sparingly. (Adults generally don't like memorization.)
D. Learning is affected by the emotions and by the social and physical environment.	16. Increase pleasant and decrease unpleasant. 17. Help train emotional expression. 18. Provide for emotional expression. 19. Utilize social environment effectively. 20. Help provide a suitable physical environment, controlling specific conditions.

CHECK-LIST OF DANGER SIGNS OF ADULT DROP-OUT

If a student is	The cause may be	And the teacher can try to
I. Overly shy or timid.	Class only partly satisfying needs; the student feels inferior to others in the class; the subject is too advanced; over participation of two or three dominant classmates.	Be supportive of the student in open discussion; help student see that others may feel equally shy; spend more time in getting acquainted; use small groups within the class.
II. Overly talkative or impatient with contributions of other students.	Class too elementary; lesson plan poorly organized; no standards of class participation; need to gain individual recognition.	Check individual needs; better organize the class; involve class in making decisions on what is a good contribution to discussion.
III. Slow; loses point of discussion; on level of participation	Class work too advanced; student not clear as to what is expected of him; not hearing or seeing well.	Provide individual counseling and/or group guidance; use more illustrative materials; check on class room "communications."
IV. Nervous or fidgety; frequently yawning; restless.	Poor class room facilities; presentation of the teacher is boring; class work seems "academic" and not very practical; student doesn't feel free to participate.	Improve classroom conditions; spend more time in student participation and planning increased use of committees or other small learning groups.
V. Delaying opening of class and eager to leave.	The topic on which the class is working doesn't seem important or the student would prefer to work on some other topic.	Help students themselves to contribute, discuss, classify and list items to be included in the curriculum.

SECTION II

READING LEVEL I

I. Word Recognition

A. "Reading" of pictures: using pictures to identify speakers, subject, action of story, word or phrase in story.

B. Word configuration: length of words, letters that are tall, short, letters that extend downward, recognizing the difference between capitals and small letters.

C. Developing a sight vocabulary

D. Phonetic and structural analysis

1. Rhyming sounds
2. Initial sounds
3. Final sounds
4. Words that sound alike
5. Words having the same beginning sounds (sh, ch, th)
6. Root words
7. Inflectional endings

II. Vocabulary building skills

A. Words that show rhyme

B. Synonyms

C. Making new words by adding s, ing, ed, and er to the known words

III. Developing locational skills

A. Finding information through the table of contents

B. Proper use of the telephone directory

C. Proper use of the dictionary

D. How maps, globes, and other means of direction are used in gaining information

E. Knowing and being able to use the alphabet

IV. Comprehension

A. Reading for main ideas

B. Significant details

C. Sequence of events

D. Drawing conclusions

E. Making inferences

F. Following directions

V. Developing skills of organization

A. Developing an understanding of sequence

B. Grouping of words

C. Grouping of sentences

D. Note-taking

E. Summarizing

VI. Practical use of reading skills

A. Developing the ability to read simple signs

B. How to determine direction - map reading, street and building names, etc.

C. Filling in application forms

D. Using the want ads

E. Identifying food and clothing labels

F. Determining who can help me

G. Understanding the safe operation of a motor vehicle

LANGUAGE ARTS SKILLS

LEVEL I

I. Developing one's ability to speak

- A. Pronunciation of sight vocabulary
- B. Learning to feel what is said
- C. Sounding of initial and final sounds
- D. Developing our ability to speak under different situations
  1. Conversation
  2. Discussion (oral)
  3. Telephoning
     - a. Placing calls
     - b. Receiving calls
- E. Informal speaking
  1. Diction
  2. Correct grammar
  3. Poor speaking habits

II. Developing the ability to write

- A. Legibility
  1. Form of letters
     - a. Lower case letters
     - b. Upper case letters
     - c. Cursive alphabet
- B. Composition - writing of complete word in different letter forms
- C. Capitalization
- D. Manuscript - letters, envelopes, etc.
- E. Letter writing
- F. Punctuation

III. Listening

A. Learning to listen for specifics

B. Learning to listen for answers

C. Listening for directions

D. Recollection of information heard

E. Listening for errors

F. Concentrating while listening

IV. Spelling

A. Learning about the word

1. Meaning
2. Pronouncing clearly
3. Proper use of word
4. Understanding words by syllables

B. Rules for spelling

1. Silent "e" and final "e"
2. Consonants ending in "y"
3. Syllabication; simple consonant and vowels; double consonant and suffixes

C. Developing skills in word analysis

1. Use of dictionary in spelling
2. Phonetic and structural analysis

V. Grammar

A. Capitalization

B. Punctuation

C. Parts of speech

1. Learning the function of nouns
2. Learning the function of verbs
3. Learning the function of adjectives
4. Learning the function of pronouns

D. Understanding the simple sentence

1. Subject
2. Predicate

E. Understanding the compound and complex sentence

F. Paragraph building

G. Letter writing

1. Friendly letters
2. Thank-you notes
3. Outlining

H. Abbreviations

ARITHMETIC

I. Learning about numbers

A. Learning to count

1. Recognition of numbers
2. Numbers in sequence

B. Counting from 1 to 10, 10 to 20, etc.

C. Learning to write numbers

D. Counting in 2's, 4's, 6's, 8's, etc.

E. Understanding mathematical symbols

F. An introduction to place value

II. Addition

A. What is addition?

B. Adding money

1. Change (coins)
2. Dollars

C. Carrying

D. Adding of wholes and fractions

III. Subtraction

A. What is subtraction?

B. Borrowing

C. The ability to subtract money

IV. Multiplication

A. What is multiplication?

B. Combination

C. Multiplier and multiplicants

D. Multiplication and money

E. How to save in quantity buying

V. Fractions

A. Addition

B. Subtraction

C. Multiplication

D. Division

VI. Decimals

A. Reading decimals

B. Decimals and money

C. Decimals and percentage

VII. Measurements

A. Length

1. Inch
2. Foot

3. Yard
4. Miles
5. Acres

B. Weight

1. Ounces
2. Pounds
3. Tons

C. Temperature

1. Boiling
2. Freezing
3. Zero
4. Body temperature

D. Liquid

1. Pint
2. Quart
3. Gallon

E. Time

1. Second
2. Minute
3. Hour
4. Day
5. Week
6. Month
7. Year
8. Season

VIII. Graphs

A. The understanding and use of Bar Graphs

B. The use of picture of graphs

C. Construction of simple maps of known areas

D. Interpreting simple graphs

READING LEVEL II

Note: It is assumed by the writer that adults who qualify for this section will already be familiar with the skills in the above section. However, realizing that this is not always the case, a review is recommended.

I. Learning to read from what you read

A. Developing the ability to recognize new words

1. Resisting the urge to skip past unfamiliar words
2. Making an attempt to understand new words
3. Developing the habit of learning new words

B. Gaining skills for understanding new words

1. The dictionary
   a. Syllables
   b. Pronunciation
   c. Parts of speech
   d. Derivation

2. Extending structural and phonetic analysis

C. Extending vocabulary building skills

1. Self-help with the dictionary
2. Oral analysis
3. Visual analysis
4. Becoming familiar with common synonyms, antonyms, and homonyms

D. Extending locational skills

1. Learning to do research
2. Understanding the reading of the road map
3. Developing an understanding of the zip code directory
4. Proper use of the glossary, index, or appendix, title page, and table of contents
5. Footnotes
6. Bibliographies
7. Library

E. Comprehension

1. It is your desire to learn

2. Understanding motive or learning to ask why
3. Analyzing ideas - comparison and contrast
4. Reviewing
5. Reading to make sure - verification
6. Drawing conclusions
7. Thinking while reading
8. Finding the main idea

F. Extending skills of organization

1. Retelling the events of stories in sequence
2. Preparing outlines
3. Alphabetical order

II. Functional reading skills

A. Reading necessary for work

B. Reading with speed but with comprehension

C. Reading to improve myself

D. Reading for enjoyment

E. Reading for information about the environment

F. Reading contemporary news articles

III. The physical aspect of reading

A. The importance of good vision

B. Realizing the importance of eye-span

C. Vocalizing and sub-vocalizing

LANGUAGE ARTS SKILLS

LEVEL II

I. Extending the ability to speak

A. Voice

1. Speaking for effect

2. Tone
3. Speaking with expression
4. Pitch, volume, inflection
5. Making self-analysis

B. Enunciation and pronunciation

1. Using the dictionary as an aid to pronunciation
2. Learning words that have more than one pronunciation
3. Pronouncing proper nouns
4. Comparisons of speech patterns

C. Extending the ability to speak under different situations

D. Developing the ability to make short formal and informal speeches

1. Diction
2. Correct grammar
3. Eliminating poor speaking habits
4. Experience stories

E. Making student tapes

II. Writing skills

A. Extending legibility skills

1. Neatness
2. Proper style
3. Proper connection of letters, words and sentences

B. Extending composition skills

1. Learning about written description
2. Learning about written explanation
3. Learning to defend your ideas through writing
4. Using punctuation in writing
5. Extending the ability to write letters
   a. Capital letters and punctuation marks in letters
   b. Using good sentences in letters

C. Learning to proofread your written work

III. Listening

A. Listening for answers

B. Listening for sequence of events

C. Listening for new words

D. Listening for new ideas

E. Listening to tapes of individual and class activities

IV. Spelling

A. Being aware of spelling aids outlined in Level I.

B. Developing the dictionary habit

C. Being aware of those words that are hard for you

D. Developing the habit of using new words

E. Looking for incorrect spelling when you read

F. Developing skills in word analysis

G. Spelling for vocation

V. Grammar

A. Using punctuation effectively

B. Using capitalization effectively

C. Understanding and eliminating the double negative

D. Understanding and using homonyms in reading, writing, and speaking

E. Understanding the principal parts of verbs

F. Understanding plurals and singulars

G. Choosing suitable words

H. Learning to use this, that, they and those

I. Using pronouns correctly

MATHEMATIC LEVEL II

I. Making sure of what you already know

A. Reviewing ability to count

B. Reviewing ability to write numbers

C. Reviewing ability to recognize mathematical symbols

D. Reviewing understanding of place value

II. Addition and subtraction

A. Adding columns of numbers

B. Adding large numbers

C. Adding with zero

D. Subtracting large numbers

E. Addition and subtraction as one process

F. Word problems in addition and subtraction

III. Multiplication and Division

A. Understanding the multiplication tables

B. Multiplication of fractions

C. Extending mathematical vocabulary

D. Multiplication of decimals

E. Understanding that division is the inverse operation of multiplication

F. Developing the ability to rename fractions and decimals

G. Division of decimals

H. Checking division with remainders

I. Checking multiplication and division

IV. Measurements through mathematics - addition, subtraction, multiplication and division

A. Length

B. Weight

C. Temperature

D. Liquids

E. Time

V. Mathematics in everyday life

A. Mathematics for vocation

B. Mathematics for home

1. Kitchen
2. Shopwork
3. Family budget

C. Mathematics for finance

1. Exchange of money
2. Banking
3. Installment buying
4. Interest

READING LEVEL III

I. Review material in Level I and II

II. Word recognition skills

A. Developing the habit of search for new words

B. Understanding the use of special word guides

C. Understanding words with similar meanings

D. Understanding words with different meanings

III. Recognizing reading handicaps

A. Vocalizing

B. Word by word reading

C. Poor word harmony

D. Word analysis

E. Flexibility in reading

F. Finger following

G. Clue blindness

H. Head movement

I. Poor concentration

IV. Extending locational skills

A. Learning about the library

1. References
2. Main stacks
3. Periodicals
4. Reading room
5. Special locations

B. Learning to use the card catalog

C. Conduct in the library

V. Comprehension

A. Thinking before reading

B. Concentration by unit

C. Looking for clues

D. Preparing the mind for different kinds of material

1. Reading for study
2. Exploratory reading
3. Analytical reading
4. Critical reading
5. Reading for ideas
6. Reading for enjoyment

E. Comparing and contrasting ideas

F. Drawing conclusions

G. Distinguishing fact from opinion

VI. Extending the skills of organization

A. Understanding the formal outline

B. Developing the ability to follow outlines

C. Proper utilization of time

D. Knowing what you desire to achieve

E. Developing the ability to take notes while reading

VII. Learning the proper reading of the newspaper

VIII. Vocational reading

A. Reading for new development

B. Reading for current events

C. Reading for self-improvement

IX. Auditory discrimination

LANGUAGE ARTS SKILLS

LEVEL III

I. Extending the ability to speak

A. Voice

1. Developing an animated voice
2. Being aware of a monotonous voice
3. Using tone, pitch, and rate of speaking to emphasize certain points
4. The elimination of pet words that may be retarding to speech

B. Enunciation and pronunciation

1. Self-recitation

2. Learning to pronounce the whole word
3. Learning the importance of pronunciation guides
4. Learning to group words in phrases
5. Learning to use a variety of words
6. Individual practice on tape recorder

C. Extending the ability to speak under different situations

1. Speaking to give direction
2. Speaking to explain
3. Holding an informal conversation
4. Speaking at an interview (job, social, civic)

II. Extending listening skills

A. Learning to be attentive

B. Being aware of sign posts and guides

C. Developing the habit of not monopolizing the conversation

D. Developing the habit of being courteous to the speaker

E. Listening for direction

F. Thinking while listening

G. Taking notes while listening

H. Summarizing oral reports

I. Analyzing what you hear

J. Listening to compare and contrast ideas

K. Listening to predict outcomes

III. Extending writing skills

A. Developing an understanding of the importance of punctuation in written material

B. Individual study of the marks of punctuation

C. Knowing what to write

D. Learning about style in written work

E. Learning to write a business letter

F. Understanding emphasis is on legibility rather than letter formation

G. Realizing the relationship between proper muscular coordination and writing performance

IV. Extending vocabulary skills

A. Developing a desire for the learning of new words

B. Learning to use forceful verbs and vivid adjectives

C. Learning to use the right word at the right time

D. Learning words of power

E. Developing a personal system for increasing the vocabulary

F. Learning to use context clues

V. Grammar

A. Extending understanding of the sentence

1. Intransitive verbs
2. Transitive verbs
3. Linking verbs
4. Two-part sentences
5. Sentence patterns

B. Understanding sentence inversion

C. Common problems with verbs

1. Principal parts
2. Errors in agreement
3. Errors in tense

D. Common problems with pronouns

1. Errors in reference
2. Errors in agreement
3. Errors in case

E. More common errors

1. False predicate
2. Confusion of adjective and adverb forms
3. Unneeded conjunctions and prepositions
4. Omission of necessary words

List of words often confused:

lack	like	beside	besides
ever	every	bring	take
to	too	capitol	capital
until	that	discover	invent
lie	lay	healthful	healthy
sit	set	lead	led
rise	raise	leave	let
like	love	real	very
loose	lose	stop	stay
stationery	stationary		

MATHEMATICS FOR THE ADULT

LEVEL III

I. Review of Levels I and II

II. Understanding word problems using the four basic operations

III. Increasing mathematical vocabulary

IV. Understanding percent and its relationship to interest

- A. $i = Prt$ (interest formula)
- B. $P = br$ (percent formula)
- C. Compound interest

V. Recognizing geometric shapes

- A. Squares
- B. Triangles
- C. Pentagons

D. Hexagons

E. Circles

F. Solids

VI. Understanding vocational measurements

VII. The use of mathematics in everyday life

A. Wise money management

B. Consumer buying

1. Knowing what to buy
2. Knowing when to buy
3. Knowing where to buy
4. Being aware of consumer protection laws
5. Being aware of taxes on consumer goods
6. Being aware of sale announcements

C. Using credit wisely

1. Installment buying
2. Personal loan credit
3. Service credit (utilities)

D. Computation of monthly expenses and income

E. What are the requirements for credit?

1. Collateral
2. Character = The three C's
3. Capital

F. What agencies provide the best credit terms?

1. Banks
2. Credit Unions
3. Savings and loan associations
4. Commercial banks
5. Private loan companies
6. Illegal loan sharks
7. Others

G. Credit

1. Credit determines credit

2. Maintenance of good credit ratings

   a. Payments are made on time
   b. Do not allow credit to exceed income
   c. Be prepared for unforeseen contingencies
   d. Notification of creditor concerning missed payments

SECTION III

LEVELS I, II, AND III

SOCIAL LIVING

I. Responsibilities and rights as an American citizen

A. How did I become a citizen?

1. Born
2. Naturalization

B. Citizenship responsibilities

1. To know different levels of government and functions of each to better comprehend political affairs

2. To cultivate good work habits, recognize necessity for loyalty, honesty, and integrity in employment; to take pride in workmanship, regardless of nature of work

3. To develop appreciation for improved home and surroundings, realize the importance of participating in and contributing to healthful community practice and promote general welfare of community through organization

4. To comprehend the role of ecucation in political, social, and economic spheres of our culture

C. Services rendered by the local government

1. Employment
2. Health
3. Welfare
4. Schools
5. Protection
6. Public works

D. How the local government is financed

1. Taxes
2. Fines
3. Sale of services - water sewage, etc.

E. My rights

1. Developing an understanding of the right to vote

2. Developing an understanding of the right to an education
3. Developing an understanding of the right to worship
4. Developing an understanding of the right to assemble
5. Developing an understanding of the right to be heard
6. Developing an understanding of the right to life, liberty, and the pursuit of happiness

F. Who do I contact when I have a problem?

1. Police service
2. Health service
3. Fire service
4. Public service

G. Developing a sense of community

1. Understand neighborhood
2. Participating in community activities

a. Community clubs
b. PTA and school functions
c. Churches

LEVELS II AND III

I. Understanding the government

A. Local

1. Structure
2. Department
3. Laws and courts
4. School systems
5. Taxes
6. Registration and voting

B. State

1. Structure and function
2. Departments and services
3. Laws and courts
4. Taxes

C. Federal

1. Branches of federal government
2. Acts and laws affecting the citizen
    a. Social Security Act
    b. Minimum Wage Laws
3. Taxes
4. The foundation of our government
    a. Declaration of Independence
    b. Constitution
    c. Bill of Rights

II. History for the adult

A. Looking to the past

1. Discovery and founding of America
2. Independence
3. Civil Wars
4. World Wars
5. Emergence as a world leader

B. Moving toward the present

1. Mass productions (inventions)
2. Automation
3. The workers and their problems
    a. The union
    b. Collective bargaining
4. Government as an employer

III. Geography

A. Look around us

1. Community and state
2. United States and neighbors
3. Other countries as a part of the global community

IV. The shaping power of the Black man in America

A. Slavery--From Africa to America

1. Means of transportation
2. Treatment of slaves
3. Conduct of slaves

B. Slavery in America

1. Why was there slavery?
2. Treatment of slaves
3. Slave resistance
4. Slavery and the Civil War
5. Emancipation

C. Reconstruction

1. Condition of the freed man
2. Blacks in politics
3. Jim Crow

D. Black problems of the 70's

V. America and the world

A. Playing the leadership role

B. The goals of the United Nations

C. U.S. involvement around the world

LEVELS I, II, AND III

SCIENCE AND LIFE

I. Protecting your family health

A. Family health

1. Understanding the need for proteins, carbohydrates, fats, water, and minerals
2. Preparing a diet within the range of income

B. Developing an appreciation for cleanliness

1. The body
2. Home
3. Immediate landscape

C. First Aid

1. Family medical kit
2. Ability to care for minor injuries
3. Things to do until help can be secured

II. Mankind and matter

A. The classification of matter

1. Solid, liquid, gases
2. Metals and non-metals
3. Flammable and non-flammable material
4. Conductors and insulators
5. Common rocks and minerals

B. Energy

1. Kinds of energy
2. Energy in everyday life
3. Power and electricity
4. Heat

C. Changes by man and nature

1. What is physical change?
2. What is chemical change?
3. Weather
4. Reading a thermometer

D. Man in space

1. Space exploration (history)
2. Understanding the moon and its relationship to the earth
3. Man on the moon

a. Social implication
b. Reason for putting man on the moon
c. Why we got there first

E. Man and Earth

1. Pollution and its causes
2. Conservation of natural resources
3. Make-up of earth

EMPLOYMENT

LEVELS I, II, AND III

I. Getting and keeping a job

A. Self-evaluation

1. Abilities
2. Limitations
3. Level of education
4. Physical conditions
5. Vocational experiences
6. Responsibilities

B. Locating the job

1. Employment agencies
2. Newspapers (help-wanted ads)
3. Consulting friends and relatives
4. Employer
5. Posted notices
6. Civil Services

C. Applying for a job

1. Personal information needed

a. Educational background

b. Work experience
c. Social Security numbers
d. Local address
e. List of previous jobs
f. References

2. Filling out application blanks

D. Interview

1. Make sure that time and place of interview are correct
2. If possible, learn the name and anything else about the interviewer.
3. Make sure that all the above listed information is available.
4. Make sure that personal grooming is correct.
5. Arrive on time and alone.
6. Address interviewer by name.
7. Relax as much as possible.
8. Be a good listener and give direct answers to questions.
9. Don't talk too much.
10. Relate personal skills that might aid in employment.
11. Thank interviewer, and offer additional information if needed.
12. Let interviewer terminate the interview.

THE NEEDS OF EVERYDAY LIVING

LEVELS I, II, AND III

I. Food and nutrition

A. Food management

1. Understanding the different kinds of foods
2. Understanding food combination for best dietary results
3. Being able to recognize good and nutritious foods
4. Understanding food quantity in relationship to income
5. Food preservation
6. You and the food market

B. Surplus food and food stamp programs

1. Qualification for food and stamps
2. Preparation of food
3. Combination of food

II. Clothing

A. Selecting and purchasing clothing

1. Seasons of the year
2. Style
3. Knowing quality merchandise
4. Clothing and the budget
5. Proper care of clothing
6. Exchange of clothing
7. Waste on clothing fads
8. Protection of clothing

B. Sewing for self

III. Shelter

A. Questions of importance

1. Where do I live?
2. How long have I been living there?
3. Do I rent or own my home?
4. Could I have owned my home after all these years of paying rent? If so, am I getting my money's worth?
5. How much rent do I pay?

B. Taking care of my home

1. Cleaning habits for the home
2. Landscape (sanitation and beautification)
3. General maintenance
4. Purchasing wisely for the home

C. Being aware of where I can get help

1. Federal, state, and local agencies
2. Community projects
3. Neighbor to neighbor

D. My home expenses

1. Utilities
2. Furniture
3. Insurance
4. Development
5. Taxes

IV. Health and safety

A. Health for the family

1. Introduction to preventive health
2. The availability and accesibility of help
3. Recognizing common diseases
4. Helping the sick
5. Keeping a clean home
6. Proper care during pregnancy

B. Safety for the family

1. Rules of safety for drivers
2. Rules of safety for the pedestrian
3. How to prevent fires and what to do in case of fire

V. Social Security

A. Introduction to social security

1. Purpose
2. Brief history

B. Application for Social Security Numbers

C. Benefits of Social Security

1. Retirement insurance
2. Survivors insurance
3. Disability insurance
4. Medicare

a. Eligibility for hospital insurance
b. Enrolling for medical insurance

D. Things to know about Social Security

1. Amounts of monthly payments
2. Disability payments
3. Family payments
4. Kinds of work covered
5. Checking your record
6. Social Security office

TIPS FOR THE CONSUMER

I. Being aware of tips

A. Developing an ability to buy wisely

1. Reading tags and labels
2. Determining worth
3. Shopping around

B. Being on the lookout for advertisements

1. Advertisements in the newspapers
2. Special sale pamphlets
3. Developing an ability to interpret sale ads
4. Being aware of consumer publications

C. Things the consumer needs to know

1. Installment buying
2. Interest
3. Sales tax
4. Credit Union
5. Checking and savings accounts
6. Insurance for every need
7. Different type licenses

SECTION IV

G.E.D. PREPARATION

I. English Usage (Correctness and Effectiveness of Expression)

- A. Spelling
- B. Grammar and usage
- C. Common errors in sentence structure
- D. Style and clarity
- E. Choosing the right word
- F. Punctuation
- G. Capitalization
- H. Pronunciation
- I. Reading comprehension
  1. The main idea of the passage
  2. Reading literature
  3. Unfamiliar words
- J. Vocabulary skills
  1. Prefixes
  2. Roots
  3. Suffixes

II. Social Studies (Interpretation of Reading Materials in the Social Studies)

- A. World History
- B. United States History
- C. Unites States Constitution and Government
- D. Other Social Studies
- E. Charts, Graphs and Maps
  1. How to read a graph
  2. Reading and interpreting maps

F. Terms you should know

G. Highlights of United States Presidential Administrations

III. Science (Interpretations of Reading Materials in the Natural Sciences)

A. Biology

B. Chemistry

C. Physics

D. Earth Science

E. Glossary: Terms You Should Know

1. Timetable of the history of plants and animals
2. Weights and measures
3. The elements
4. Periodic table of the elements

IV. Literature (Interpretation of Literary Materials)

A. Reading Prose

1. Fiction
2. Nonfiction
3. Tone and style

B. Reading Poetry

1. Figures of speech
2. Poetic rhythm and sound devices

C. Reading Drama

1. Prose drama
2. Poetic drama

D. Glossary: Terms You Should Know

V. General Mathematical Ability

A. Arithmetic

B. Fractions

C. Decimal fractions

D. Percentage

E. Graphs

1. Bar graphs
2. Circle graphs
3. Line graphs

F. Properties of numbers

G. Squares and square roots of numbers

H. Introduction to Algebra

1. Understanding an algebraic equation
2. Understanding what is meant by sign numbers
3. Sign numbers and the four basic operations

I. Verbal problems

1. Key words and phrases
2. Guideline for solving verbal problems
3. Age problems
4. Motion problems
5. Ratio and proportion problems

J. Monomials and polynomials

K. Factoring

L. Solving quadratic equations

M. Geometry

N. Angles

O. Triangles

P. Plane and solid figures

Q. Modern Mathematics

R. Properties of Mathematical operations

1. The commutative property
2. The associative property
3. The distributive property

S. Set Theory

1. Types of sets
2. Operations with sets

T. Solution sets of inequalities

U. Relations and functions

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